

INFORMATIVE WRITING RUBRICS – GRADE 1

WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING CRAFT	<ul style="list-style-type: none"> Clearly identifies the topic with a focused introductory sentence Uses pertinent facts to help explain the topic Gathers pertinent facts from basic print and multimedia resources Shows a complete understanding of the difference between facts and opinions Provides a clear concluding statement 	<ul style="list-style-type: none"> Identifies the topic with a general introductory sentence Supplies pertinent facts about the topic Gathers facts from basic print and/or multimedia resources Shows a general understanding of the difference between facts and opinions Provides a general concluding statement 	<ul style="list-style-type: none"> Attempts to identify the topic with an introductory sentence Supplies at least some pertinent facts about the topic Gathers at least some facts from basic print or multimedia resources Shows some understanding of the difference between facts and opinions Attempts to provides some concluding statement 	<ul style="list-style-type: none"> Little if any attempt to identify the topic is apparent Supplies few if any pertinent facts about the topic Little if any attempt to obtain facts from other sources Shows little if any understanding of the difference between facts and opinions Little if any attempt to provide closure is apparent
	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING MECHANICS	<ul style="list-style-type: none"> Uses complete simple and compound sentences Writing is legible, with consistently correct formation of both manuscript and cursive letters Consistently uses a phonetic approach when spelling unfamiliar words Spells virtually all high frequency words correctly Consistently utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses complete simple sentences Writing is legible with correct formation of most manuscript letters Generally uses a phonetic approach when spelling unfamiliar words Spells most high frequency words correctly Generally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses some complete simple sentences Writing is mostly legible with some correct formation of some manuscript letters Occasionally uses a phonetic approach when spelling unfamiliar words Spells some high frequency words correctly Occasionally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses fragments rather than complete sentences Writing may be legible with little if any correct formation of manuscript letters Seldom if ever uses a phonetic approach when spelling unfamiliar words Spells a few if any high frequency words correctly Seldom if ever utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations

NARRATIVE WRITING RUBRIC – GRADE 1

WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.

Write narratives in which they recount two or more appropriately sequenced events, include some details about what happened, use temporal words to signal event order, and provide some sense of closure.

	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING CRAFT	<ul style="list-style-type: none"> • Recounts well-elaborated and appropriately sequenced events • Includes descriptive details about what happened • Includes two or more elaborated events, characters and settings • Includes a complete logical sequence throughout • Uses temporal words to signal event order throughout • Provides a clear sense of closure that brings resolution to the story 	<ul style="list-style-type: none"> • Recounts two or more appropriately sequenced events • Includes details about what happened • Includes two or more events, characters and settings • Includes a logical sequence • Uses temporal words to signal event order • Provide sense of closure that brings resolution to the story 	<ul style="list-style-type: none"> • Attempts to recount two or more sequenced events • Attempts to include details about what happened • Attempts to include at least one event, character and setting • Attempts to provide a sequence • Attempts temporal words to signal event order • Attempts to provide a sense of closure to the story 	<ul style="list-style-type: none"> • Little if any attempt to recount sequenced events • Little if any attempt to include details about what happened • Little if any attempt to include an event, character and setting • Little if any attempt to provide a sequence • Little if any attempt to use temporal words to signal event order • Little if any attempt to provide a sense of closure to the story
	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING MECHANICS	<ul style="list-style-type: none"> • Uses complete simple and compound sentences • Writing is legible, with consistently correct formation of both manuscript and cursive letters • Consistently uses a phonetic approach when spelling unfamiliar words • Spells virtually all high frequency words correctly • Consistently utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> • Uses complete simple sentences • Writing is legible with correct formation of most manuscript letters • Generally uses a phonetic approach when spelling unfamiliar words • Spells most high frequency words correctly • Generally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> • Uses some complete simple sentences • Writing is mostly legible with some correct formation of some manuscript letters • Occasionally uses a phonetic approach when spelling unfamiliar words • Spells some high frequency words correctly • Occasionally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> • Uses fragments rather than complete sentences • Writing may be legible with little if any correct formation of manuscript letters • Seldom if ever uses a phonetic approach when spelling unfamiliar words • Spells a few if any high frequency words correctly • Seldom if ever utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations

OPINION WRITING RUBRIC – GRADE 1

WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT SUFFICIENT EVIDENCE.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.

	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING CRAFT	<ul style="list-style-type: none"> Clearly introduces the opinion with a focused introductory sentence Supplies sufficient reasons that fully support the opinion Provides a clear concluding statement 	<ul style="list-style-type: none"> Introduces the opinion with a general introductory sentence Supplies at least one reason that accurately supports the opinion Provides a general concluding statement 	<ul style="list-style-type: none"> Attempts to identify the opinion with an introductory sentence Attempts to provide a reason to support the opinion Attempts to provide a concluding statement 	<ul style="list-style-type: none"> Little if any attempt to identify the opinion is apparent Little if any attempt to provide a reason to support the opinion Little if any attempt to provide a concluding statement is apparent
	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING MECHANICS	<ul style="list-style-type: none"> Uses complete simple and compound sentences Writing is legible, with consistently correct formation of both manuscript and cursive letters Consistently uses a phonetic approach when spelling unfamiliar words Spells virtually all high frequency words correctly Consistently utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses complete simple sentences Writing is legible with correct formation of most manuscript letters Generally uses a phonetic approach when spelling unfamiliar words Spells most high frequency words correctly Generally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses some complete simple sentences Writing is mostly legible with some correct formation of some manuscript letters Occasionally uses a phonetic approach when spelling unfamiliar words Spells some high frequency words correctly Occasionally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses fragments rather than complete sentences Writing may be legible with little if any correct formation of manuscript letters Seldom if ever uses a phonetic approach when spelling unfamiliar words Spells a few if any high frequency words correctly Seldom if ever utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations